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| Curriculum | Elaboration | Declarative Knowledge | Procedural Knowledge |
| Investigate equivalent fractions used in contexts | exploring the relationship between families of fractions  (halves, quarters and eighths or thirds and sixths) by  folding a series of paper strips to construct a fraction  wall | Understand the meaning of equivalent fractions  Understand how to simplify fractions using fraction families | Recognise the relationship between quarters, halves, eights and thirds and sixths.  Demonstrate knowledge of these relationships by folding a square piece of paper.  Simplify larger fractions by demonstrating knowledge of relationships between fraction families |
| Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number  line | converting mixed numbers to improper fractions and  vice versa  investigating the use of fractions and sharing as a way of managing Country: for example taking no more than half the eggs from a nest to protect future bird populations | Understand mixed numbers and proper and improper numbers.  Understand how to convert mixed numbers into improper fractions and vice versa.  Understand quarters, halves, thirds and mixed numerals.  Understand that using materials and the sharing strategy can assist with investigation of fractions. | Demonstrate knowledge of mixed numbers and improper fractions by converting mixed numbers into improper fractions and vice versa.  Fluent in multiplication and division up to ten  Count in quarters, halves and thirds.  Can recognise and represent fractions of quarters, halves, thirds, sixths, eighths on a number line.  Can recognise, compare and determine the smaller and larger fractions along with mixed numbers.  Can recognise an improper fraction from a proper fraction |
| Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions  and decimal notation | using division by 10 to extend the place value  system  using knowledge of fractions to establish equivalences  between fractions and decimal notation | Understand that hundreds can also be represented as 10 tenths.    Understand division and multiplication of 10.  Understand the relationship between fractions and decimals, and how they can be changed. | Make connections between halves being represented as .5 and quarters being represented as .25 and so forth.  Use materials to demonstrate that 10 tenths equals the same as 1 hundredth.  Use division of 10 to represent changing 1 hundredth into 10 tenths.  Use multiplication of 10 to represent changing 10 tenths into 1 hundredth.  Demonstrate knowledge of fractions and decimal notation by converting fractions into decimals and vice versa. |